ON LEARNING

Lifelong Learning Institute's 2005 Calendar Available

You can find the LLI Catalog, 2005 Schedule of Classes, and the quarterly Eye on Learning newsletter on DWITE, DWD's Intranet website. The calendars are in a user-friendly monthly format and are easy to view and print for reference. The catalog gives additional information such as course descriptions and registration procedures. If you do not have access to DWITE, this information can be found by accessing the DWD website at: www.in.gov/dwd/education/lli.

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Nyla Dawson (317) 232-7212 or Bob Hays (765) 962-8591, ext. 207, for this Lifelong Learning Institute service.

Check Out These Websites!

Public Speaking:
   http://www.ljlseminars.com
   http://www.gorin.com
   http://www.nsaspeaker.com
   http://www.speaking.com
   http://www.santcorp.com
Training Information:
   http://www.activetraining.com
   http://www.learnativity.com
   http://www.trainseek.com
   http://thiagi.com
   http://www.newsletterinfo.com
   http://www.businessballs.com
Presentation Skills:
   http://www.powerpointers.com
   http://presentations.com

Sssshhh. We're Taking Notes Here.

Facilitators look for ways to discourage disruptive behavior in the classroom. Trainers have long complained about disruptive participants who enter classrooms late, talk on cellphones or read newspapers during presentations. To presenters, such behavior is not only insulting, but also an obstacle to keeping their classes on track.

Evaluations have reflected displeasure of the behavior of impolite participants. At times, students act as though they are the only people in the classroom. Seventy-nine percent of Arizona State University students list cellphones and beepers as the biggest distraction. Comments have been made such as; "You aren't significant enough to disturb an entire class to hear what time the party starts. Your social life should not interfere with the educational process."

So, what can be done? One suggestion to trainers is to include in their handouts basic guidelines for acceptable behavior in their classrooms. Be clear about what constitutes disruptive behavior. For example, have one of the first PowerPoint slides or handouts include the following guidelines: Turn off all cellphones and beepers. Please listen to and respect the comments of others. If you feel strongly about a topic or comment, do not disrupt the class by grandstanding. See the trainer during a break or after the class for further discussion. Ask participants if they have any other suggestions. If the guidelines don't work, see the participant during a break and indicate in a nice but firm way that he or she is welcome to stay but the behavior must go. Finally, keep in mind that "we cannot allow a minority of students to hijack classes and degrade the quality of education for everyone."

The Dog and Pony Show

Back when most workforce development professionals (WDP's) worked mainly with job seekers, they rarely need to "sell their services to their customers." Usually the (unemployed) customer desperately wanted help finding a good job.

Today, with the increased emphasis on providing business services, WDP's are finding they need to persuade their customers to let them help. WDP's must compete with an army of salespeople for the time and attention of busy business personnel. Knowing how to put on an effective sales presentation – a "Dog and Pony Show" – has become an essential competency for many WDP's.

There are for main learning styles. Sales research shows that most people prefer just one or two. Tactile/kinesthetic people prefer to learn by touching and doing things. Visual /iconic learners respond best to pictures and graphs. Visual/symbolic learners prefer to receive information by reading. Auditory learners have a more heightened listening ability and prefer hearing information.

Assuming that the learning style that works best for you is the same style preferred by everyone else is a mistake. For example, an auditory learner may present a 30-minutes sales talk about the many staffing services his organization offers and wonders why the customer didn't respond. A tactile/kinesthetic learner may insist that employers take a tour of the facility and then wonders why prospects don't return.

Since you rarely know the learning style of your prospect beforehand, the key to a successful presentation is to make sure you are prepared to cover all four learning styles. For tactile/kinesthetic learners, bring things they can handle like sample assessment reports, letters of recommendation, or brochures.

For the visual/iconic learner, prepare some photos, graphs and charts to illustrate key points. Practice the oral part of your presentation to impress the auditory learners and bring plenty of reading materials to leave behind for the visual/symbolic learners.

As you give your presentation pay careful attention to what approach seems to be working best with your audience and make changes accordingly. If your talk is drawing yawns, shut up and start showing pictures or handing out documents. Not in your file what kind of learners your prospects are so that you can tailor future presentations accordingly. If your prospect is an auditory learner, follow up with regular phone calls. If the person is more a visual symbolic learner, write fax or e-mail.

Portfolios and PowerPoint presentations are useful tools, but it is still essential to ensure that your "Dog and Pony Show" covers all four learning styles.

Source: NAWDP Advantage September 2004 pages 8 and 9.

For more in depth information about learning styles:
http://www.aboutlearning.com/what_is_4mat.ht

English Vocabulary
(50¢ words for the quarter)

Incendiary - a person or thing that deliberately sets fire

Avuncular - of or relating to an uncle especially in kindliness or geniality

Vernal - of or relating to, or occurring in the spring, fresh or new like the spring

Corpulent - having a large bulky body, obese

Redolent - exuding fragrance, aromatic or scented, full of a specified fragrance, evocative

Garrulous - pointlessly or annoyingly talkative, wordy

**50¢ words sent to Eye on Learning by Bruce Meyer

If the reader has any good 50¢ words, send them to Carol Radke.
(cradke@dwd.state.in.us)

New LLI Classes for 2005!

GroupWise Rules and Solutions

This class is for experienced GroupWise users who want to maximize their email experience. Students will learn how to unleash the power of Rules to develop creative work-saving solutions. Topics include dealing with junk mail and screening attachments, automatic filing, prioritizing methods, and viewing someone else's calendar without using Proxy, forwarding mail to a group without a single keystroke or even opening it! And many more small features of GroupWise that will make life easier.

Making the Most of the Customer IRA

This course is designed to assist local WorkOne offices with the quality, content and design of the Information Resource Area (IRA). Staff also learns how to use the IRA resources to assist customers. This class is offered on-site. The last part of the training involves potential improvement ideas including possibilities for rearranging resources and equipment in the IRA.

Assessment Tools and Interpretation

This class covers many assessment and testing topics including standardization, reliability, validity, scoring, and interpretation. Assessments included are the CAPS, COPS and COPES, Holland Self-Directed Search, Interest Profiler, Work Importance Locator, Abilities Profiler, and Values Priority Grid. Other assessments could potentially be reviewed per customer needs.

Problem Solving and Decision Making

The basic problem solving process you'll learn in this class is intended to build on what you probably already do when you are problem solving. It is a common-sense approach that reduces the element of chance and alerts you to some of the common problem solving pitfalls.

Presentation Advantage

Learn to design a clear and convincing message. Stand and deliver with poise and confidence. The skills taught in Presentation Advantage help you design and deliver clear presentations so that your audience will understand your ideas and support your conclusions. Isn't it time you gave yourself the advantage?

Sssshhh, We're Taking Notes Here
(continued from Page 1)

Excerpts from the Chronicle of Higher Education from the issue dated August 8, 2003

For more help check out the book **Dealing With Difficult Customers: 127 Practical Strategies for Minimizing Resistance and Maximizing results in Your Presentations** by Bob Pike, CSP and Dave Arch. Co-Published by Jossey-Bass ISBN 0-7879-1116-X Pfeiffer.

A related course, **Dealing with Difficult Customers,** is offered by the Lifelong Learning Institute and a catalog, schedule and registration form can be found at www.workforce.in.gov/lli

Understanding Spanish
Grammar, Part II

Spanish speakers also use two modes of speech, called the indicative and the subjunctive. These modes differ in the verb forms they take. Speakers use the indicative to convey existing information or certainty, as in *Ella* vive *en una casa roja* (She lives in a red house). They use the subjunctive to express doubt, the influence of one subject over another, indirect commands, pending or nonfactual information, or actions, as in *Yo dudo que ella* viva *en una casa roja* (I doubt that she lives in a red house).

All nouns in Spanish have gender—either masculine or feminine. In general, a noun's ending indicates its gender. Most masculine nouns end in *o,* as in *caballo* (horse). Most feminine nouns end in *a,* as in *vaca* (cow). The gender endings on some nouns depend on the subject. These nouns include *hermano/hermana* (brother/sister) and *niño/niña* (boy/girl). Articles and adjectives agree with the nouns they modify in gender and number. For example, *the black horse* is written *el caballo negro*, while *the black cows* is written *las vacas negras.*

Source: "Spanish Language," Microsoft® Encarta® Online Encyclopedia 2004; http://encarta.msn.com © 1997-2004 Microsoft Corporation. All Rights Reserved.

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PAIR SHARES

Continuing with our Pair Shares segment from the last newsletter – try some of these during your next training session:
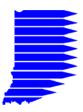
Pair Share #7: "Think of one way you could use the information you have learned so far. Stand up, find a person standing across the room from you, introduce yourself, and tell that person how you could use this information."

Pair Share #8: "Turn to the person behind you and ask him a Pop Quiz question about what has been presented so far. Make sure that you know the answer to the question."

Pair Share #9: "If you had to represent this information with an animal (a car, a color, a movie title, a household gadget, etc.) what animal would you choose and why? Tell your neighbor." (Again, these metaphors are for the learning – a little wacky and definitely fun.)

Source: Sharon Bowman, "Presenting with Pizzazz", 1997

Celebrate Learning!

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